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ABSTRACT

This booklet describes a home and school curriculum for young children developed by the Tucson, Arizona, Parent and Child Education Project (PACE). The curriculum is divided into three main areas to prepare children for every day living and later school learning: The Child, The Child and the Immediate Environment, and The Child and Special Skills. Included in each area are lists of goals, five home activities, and five related school activities. A few suggestions for teachers on facilitating parent cooperation at school and during home visits are presented. A list of books, magazines, and records which offer ideas for learning activities is provided. (BRT)

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Learning: A Cooperative Adventure

ARIZONA DEPARTMENT OF EDUCATION

Learning: A Cooperative Adventure

A resource guide for working with young children

SEPTEMBER 1975

Arizona Department of Education
1535 West Jefferson Street
Phoenix, Arizona 85007

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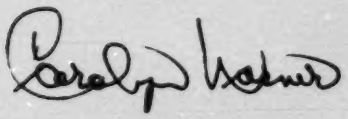
The PACE project serves 200 four-year-old children and parents in ten Title I areas. As the children continue through the elementary grades, a continuity of services and parental involvement is provided through the Title I Elementary Schools Project and two Follow Through projects – a Parent Implemented Model and the Tucson Early Education Model.

Cecilia Avalos, PACE Coordinator, District #1, Tucson Public Schools, and Bea Bates, Early Childhood Education Specialist, Arizona Department of Education, are to be commended for their cooperative undertaking of this publication.



Carolyn Warner
Superintendent

Introduction

Parent and Child Education provides home and school with a lasting experience which fosters a deeper understanding of each other's needs and skills.

Of basic goals which early childhood educators hold in common, most will agree that building the child's positive self-concept is of the greatest importance and is fundamental to learning.

The building of the parent's self-concept and that of the child go hand-in-hand. Maintaining this positive self-concept is a continual need of all human beings. Teaming with parents in the educational process provides rich opportunities to enhance self-esteem. As parents experience success they build self-confidence in themselves, their children and others.

The selection of staff, skilled and knowledgeable in the field of early childhood education, is of paramount importance. Personnel who are sensitive to individual needs, language and culture of parent and child are the catalysts essential for program success.

An effective way of working with parent and child is one that provides for differences, allows choices, promotes innovation and is accepting of all cultures. Opportunities must be provided for parents and staff to plan and evaluate program goals and activities together.

The curriculum, developed by PACE parents and staff, is divided into three main areas: The Child; The Child and the Immediate Environment; and The Child and Special Skills.

The specific curriculum areas list goals which help develop readiness in children for everyday living. Adaptation of each of the goals to meet individual needs of children makes it possible to use the curriculum at various age levels. The suggested activities support the extension of these developmental skills at home and school.

When home and school encourage and prepare children to learn at their own pace, education is a fruitful challenge.

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The Child
Self-Knowledge

The child is:

. . gaining a positive self-concept

. . developing an awareness and pride in his/her culture

. . becoming aware that his/her actions will have an influence on what happens

. . recognizing power within self to create

. . learning to distinguish and label emotions which are felt

. . learning names, placement, and primary function of body parts

By becoming aware of self, the child:

. . develops a feeling of importance

. . develops empathy for others

. . gains confidence in skills and abilities

. . becomes responsible for own well-being

. . knows name and gender

Home Activities

1. Make a face puzzle, using a photo or picture from a calendar or magazine. Paste the picture on a paper plate and cut into puzzle sections (pieces).
2. Play a mirror game to learn parts of the face. Have the child look into the mirror. Say, "Wiggle your nose. Wink one eye. Stick out your tongue."
3. Make a collage using many pictures of arms, legs, eyes and mouths. Show the child how to tear around the pictures or cut them out with scissors. Flour and water can be mixed to use as paste. A piece of shelf paper makes a good background for the collage.
4. Have the child lie on a large sheet of paper. Name parts of the body as you outline them. As the child draws the face and clothing, label them. Cut out the shape and display it where it can be enjoyed by others.
5. Help the child feel good about the characteristics, customs and language of your race. Answer questions about differences between his/her ethnicity and that of others in a positive way that shows pride.

School Activities

1. Provide flannel board shapes for children to make creative faces, bodies and self-portraits.
2. Learn games, songs and fingerplays which involve touching and naming of the parts of the body.
3. Use rhythm instruments for sounding out syllables in each child's name, such as hands, triangles, drums and bells.
4. Plan construction activities using scrap materials. Display them attractively, labeling them with each child's name and comments.
5. Post a photograph of the children on each cubby door and/or bulletin board. Label with their names.

The Child
Self-Care

The child is able to:

. . wash hands and other body parts

. . care for toileting and other health related needs

. . select clothing and dress self

. . care for personal belongings

. . clean up after mealtime and activities

. . select food, serve, and feed self

By caring for self, the child:

. . develops independence

. . learns responsibility and consideration for others

. . develops good health habits

. . gains an awareness of self and parts of the body

. . begins to make decisions and judge quantity

. . gains coordination

Home Activities

1. Discuss weather and activities for the day with the child before he/she chooses clothing and dresses self.
2. Use a box for a shoe shine kit. Show the child how to clean and shine shoes. Label and talk about the activity.
3. Help the child learn how to comb and brush his/her hair. Teach him/her how to clean and brush the teeth. Use words such as up, down, back, forth, top and bottom.
4. Supply sponges and soap for children to learn to scrub themselves. Plastic squeeze bottles to fill with water and plastic trays to float are fun to experiment with in the bathtub.
5. Help the child learn to sort, match, fold and put clothes in designated places. This helps to develop readiness for reading and numbers.

School Activities

1. For an interest center, fix a barber or beauty shop. Provide a mirror, wash basin and articles needed for this play area.
2. Allow time for children to brush their teeth. A special place to keep each child's labeled toothbrush facilitates developing good health habits.
3. Use large ice-cream containers or boxes for the children to decorate as cubbies to store their belongings. Label with symbols that each child can identify.
4. Provide family style meals that allow children to serve themselves. This is a good opportunity for children to taste a variety of snacks and foods. Eye-hand coordination is developed as children learn to pour and serve liquids and foods.
5. Label the classroom door with a symbol/picture to help children find their room. Let the class decide on the symbol/picture.

The Child and the Immediate Environment

The Home

The child is becoming aware of:

- . . family members and their relationship to one another
- . . roles of the family members
- . . culture of the home
- . . functions served by household areas and equipment
- . . people and things in the home which can be relied on to provide health, happiness, and security

By becoming aware of the home and family, the child:

- . . develops a concept of self in relationship to family structure
- . . develops respect for family members
- . . enhances self-concept
- . . becomes sensitive to the needs and feelings of others
- . . becomes aware of necessary safety precautions
- . . learns to understand and feel secure in the home environment
- . . establishes a base from which to extend learning

Home Activities

1. Make visits to homes of relatives. Take along flowers from your garden or something that you and the child have made.
2. Visit places where family members work to extend the child's knowledge of jobs and where they take place.
3. Let the child help prepare foods. Talk about the foods and what you are doing with them. Help the child note changes that take place as foods are being prepared (e.g., making jello, cooking carrots, frying eggs).
4. Give the child small jobs to do around the home (e.g., take out the garbage, tidy a room, water the plants). This helps to give the child a feeling of responsibility.
5. Use paper dolls to role-play activities that take place at home. This gives children an opportunity to talk about their feelings. It is also a good time to develop language.

School Activities

1. Prepare shape books for individual or group stories about safety, holidays, pets and the family. Cut out shapes, such as traffic and street signs. Christmas ornaments and trees, dog bones and kennels and various shapes of dwellings.
2. Take a field trip to homes of classmates. Let parents know when you are coming. Take a camera along for snapshots to display on the bulletin board.
3. For a group experience, make apple or cranberry sauce. Share the recipe with parents. Send a sample along, too, in a baby food jar.
4. Make plans with the children to set up a store. Engage them in making play money and collecting items for their store. Hollow blocks make good shelves and counters.
5. Role-play the family members. Use dress-up clothes from the home center.

The Child and the Immediate Environment

The School

The child is able to:

- name the school and find it in relationship to the neighborhood
- find the classroom and places which are essential to the child's well-being (e.g., office, toilet, playground, etc.)
- name his/her teachers and is aware of their roles
- use classroom areas and is aware of their functions
- accept rules and is learning why they are needed

By becoming familiar with the school, the child:

- develops abilities to see things in relationship to one another
- increases self-confidence
- acquires skills for surviving in society (e.g., safety, social)
- establishes a base from which to extend learning

Home Activities

1. Exchange home and school visits with the teachers. These visits will help you and the school personnel become better acquainted with each other's needs and skills.
2. Have a special calendar to mark important dates, such as your school visit, taking the child to the doctor, parent meetings, and field trips with the class.
3. Talk with the child about things that you both enjoy at school. If there are some things that the child does not like, encourage him/her to talk about them.
4. Volunteer for school functions and money-raising ventures. Work on these projects at home. Share one of your special talents.
5. Plan with the teacher for an activity that you would like to do with the children on your school visit.

School Activities

1. Make a large map of the neighborhood. Label the school, homes of the children and places of importance.
2. Explore the school grounds and meet people who work there.
3. Set up interest centers attractively. They invite children to explore and learn. Include pictures and items of interest which children of varied ethnic background can relate to. Add new things often and put some things away from time to time.
4. Introduce children to games with rules. Play with them until they are able to conduct the games independently.
5. Encourage a parent to teach an activity that he/she enjoys doing (e.g., making tortillas, woodworking, tie-dyeing).

The Child and the Immediate Environment

The Neighborhood

The child is learning to:

. . identify, find his/her home and remember the address

. . identify places, buildings and homes of friends

. . be aware of safe and unsafe places in the neighborhood

. . be aware that buildings have different shapes, are made of varying materials, and serve different needs

. . respect people and property

. . develop safety habits (e.g., interpret traffic signals/signs, use pedestrian walks, cross streets safely)

. . cope with emergency situations

By becoming familiar with the neighborhood, the child:

. . develops self-reliance

. . recognizes and utilizes visual clues

. . feels secure in knowing that some physical properties of one's surroundings are stable

. . develops knowledge and respect of various cultures

. . develops a positive attitude toward the total neighborhood

Home Activities

1. Help the child become aware that places have names and numbers. Tell the child the name of his/her street and house number often, so that he/she can remember the address.
2. Take a bag along when you go for a walk with the child. Gather pretty rocks or look for items that are all of a certain color. Talk about them when you get home. Recall the things that you saw along the way.
3. Participate in neighborhood activities, such as cookouts, baseball games and swimming.
4. Collect paper, cans and bottles around the neighborhood for recycling and/or cleanup.
5. Visit and help a neighbor in need. Do a small chore for him/her or run an errand.

School Activities

1. Take walks through the neighborhood to visit places of interest. Observe different kinds of construction and buildings. Distinguish between safe and unsafe places to play.
2. Play games for developing safety habits. Discuss safety rules before you go on field trips. Set up traffic signs outdoors as children use tricycles and other riding equipment.
3. Set aside a special day each week for the children to clean up the school area.
4. Invite neighborhood helpers, relatives and school personnel to visit on special days and tell about their jobs.
5. Take photographs of interesting things in the neighborhood. Post photographs on the bulletin board. Put them in a scrapbook for the home/library center.

The Child and the Immediate Environment

Community

The child is becoming:

- . . aware of the roles and interdependency of community members
- . . aware of the surrounding community and what it can offer
- . . aware of existing possibilities of transportation
- . . involved in helping to keep the community clean

By becoming familiar with the community and its members, the child:

- . . develops pride in personal achievements
- . . realizes that there are many options available concerning lifestyle and vocation
- . . learns that cooperation can help those involved
- . . broadens his/her direct experiences in the community

Home Activities

1. Take the child to special places of interest such as a park, museum, zoo, post office and library.
2. Shopping trips for groceries, clothing and houseware items are opportunities for the child to become aware of items, labels and prices. This helps to develop a readiness for reading.
3. Help the child become aware of safety precautions with strangers.
4. Take a bus ride through the community to acquaint the child with new places.
5. Teach the child how to keep picnic areas clean and where to deposit trash. When you go on outings, help him/her understand why fires must be properly extinguished. Children learn as they watch adults.

School Activities

1. Make a map of the community area. Mark the places where field trips will be taken.
2. Set up a center as a doctor's office. A stethoscope for the doctor, a cap for the nurse, and a small desk, pencil, paper and a telephone for the receptionist help to make it interesting.
3. Convert the home center into a restaurant. Use boxes for small tables. Plan a menu with the children and post it. Let waitresses and waiters take orders. Provide notepads, pencils and aprons for this fun activity.
4. Cut a large square of cardboard or thin plywood as a base for the construction of a town. Ask children to bring beautiful "junk," such as pop bottles and scrap materials to construct a giant group project. Things may be added to it daily.
5. Construct a town or community in the sand area. Use materials from the blocks and construction center (e.g., trucks, cars, people, animals, traffic signs).

The Child and Special Skills

Communication

Speaking

The child is beginning to:

- feel comfortable using the language spoken at home
- increase vocabulary and use of English/other languages
- label or seek labels for objects and ideas in the environment and is beginning to internalize their meaning and function
- ask questions after considering previous knowledge
- formulate and communicate ideas, personal needs and feelings
- dictate a phrase or a story

By developing communication skills, the child:

- develops social competence (e.g., appropriate comment, "I like your dress.")
- opens avenues for interaction
- assimilates information
- develops tools to satisfy curiosity and promote survival (e.g., asking questions, asking for help)
- becomes confident in his/her ability to invoke responses (e.g., telling jokes, asking permission to do something)

Home Activities

1. Motivate the child to make up a story about pictures, using paintings, magazines and photographs. Write down some of his stories.
2. Learn fingerplays, nursery rhymes and songs from the child. Ask the teacher for a copy of these to keep at home to refer to.
3. Set aside a special time for sharing and talking with the child. Listening to children helps give them a feeling of importance.
4. Plan ways to involve the child in using the five senses: seeing, listening, smelling, tasting and touching.
5. Exchange ideas with the teacher for developing skills in children. Use items found in the home (e.g., collect household items that can be used for the child to label, classify and talk about).

School Activities

1. Stable sheets of newsprint together for a book, "All About Me, _____." Add the child's name to the cover, with his/her snapshot. Encourage the child to make pictures and tell something about them. Record the story.
2. For a small group activity, hold up pictures for the children to identify. Ask open-ended questions about them. Have a bag of unshelled peanuts to give for every response.
3. Use paper plates, yarn, buttons and scrap material to make puppet faces. Make a puppet stage out of a box or turn a card table over on its side for children to hide behind as they use their puppets.
4. Set up a telephone booth in a large box. Make a telephone directory. Give each child a phone number.
5. Plan with a group of children to set up a television station. An announcer can tell about the weather or daily news. Children may dramatize their favorite quiz shows, soap operas or entertainers.

The Child and Special Skills

Communication
Listening

The child is able to:

. . enjoy fingerplays, music, songs, dances and literature from a variety of cultures

. . respond to the communication of others (e.g., able to follow verbal instructions, talk with peers and adults)

. . identify sounds in the environment

By developing listening skills, the child:

. . gains skills for survival

. . assimilates information

. . derives enjoyment

. . acquires self-discipline

Home Activities

1. If possible, provide a record player for the child to listen to stories and music. Inexpensive records may be found in variety stores. Public libraries have records available for check-out. The child can learn to manipulate the record player.
2. Fill glasses or bottles with graduated amounts of water. Tap them with a fork and listen for sounds, such as high, medium and low. Make up tunes and songs.
3. Play a listening game to identify sounds around the house (e.g., vacuum cleaner, washing machine, voices of family members).
4. Play "Do As You Hear" game. Give the child one direction to follow. Then add others to increase the child's ability to retain directions. (Example: "Close the door. Turn the lights off. Sit by me.")
5. Sit outdoors together. Ask the child to close his/her eyes and listen for sounds. This helps to develop good listening skills.

School Activities

1. Invite parents to tell or read favorite stories to small groups of children in English/other languages.
2. Cut four squares of paper which are different colors. Fill four pairs of covered containers with equal amounts of buttons, pebbles, sand and beans. Place them where the children can discover and match the same sounds. Have the children place the matching sounds on the same square of colored paper.
3. Encourage children to look for things in the room that can be used to create rhythmic sounds (e.g., rhythm instruments, rubber bands, paper, coffee cans, pieces of wood).
4. Provide opportunities for children to listen to stories and records. Include music and stories which relate to particular ethnic groups by using headphones which are connected to a record player.
5. Sing and move to songs that provide instructions to encourage careful listening (e.g., *Hokey Pokey, Farmer in the Dell, Bluebird*).

The Child and Special Skills

Communication
Reading

The child is:

. . becoming familiar with the literature of many cultures

. . becoming aware of the relationship between symbolization and the object or idea symbolized

. . gaining an awareness of the nature of reading progression (e.g, left to right, top to bottom, front to back)

. . identifying his/her name with a visual cue

. . beginning to recognize some of the letters of the alphabet

. . gaining an understanding that stories in a book are words written down

. . learning to manipulate the pages in a storybook in a sequential manner

. . learning to recall symbolizations (e.g., signs, shapes, television commercials)

. . identifying with the feelings of others through literature

By developing reading skills, the child:

. . assimilates information

. . gains reinforcement for more learning

. . establishes a better base from which to function as a productive member of society

. . satisfies his/her curiosity

. . derives enjoyment

. . discovers and expands his/her world

. . gains skills for survival

Home Activities

1. Take the child to the library to select books to be read each night. Show the child how to turn the pages. Help him/her learn to care for books. Show him/her a place to keep them when they are not in use.
2. Play lotto and matching games. Have the child help you make them. Use greeting cards, labels from cans, material scraps and buttons.
3. Putting groceries away can help to develop reading readiness. Help the child find labels that are alike. Read the labels and let him/her decide where they belong (e.g., pantry, refrigerator, bathroom, washroom).
4. Cut pictures from comic strips, catalogs and magazines and play "Read the Picture" game. Help the child make up a story about them.
5. Take a sign-reading walk together. Walk around the neighborhood and look for names of streets, safety signs and numbers.

School Activities

1. Invite parents to create a comfortable and inviting reading center. Rugs, soft pillows and beanbag chairs are conducive to relaxation.
2. Labels in the languages of particular ethnic groups make children feel that their language is also valued and accepted. Put sentence labels on objects in the schoolroom. (Example: On the science table, place this sign: "Look through this magnifying glass." Underline the object to be identified. Translate the labels into language familiar to the children.
3. Display name cards in a pocket chart. Use symbols that children can identify with their names.
4. Develop a large talking mural. Make a list or paste magazine pictures of things that children think they will see on their field trip. When they return from their trip, check their predictions. Circle the things that they saw. Count them. Add any additional things that the children remembered.
5. Build a make-believe story. Have the children add a new part each day (e.g., "The Monster . . . [U.F.O., snake, cowboy] came to town and _____").

The Child and Special Skills

Communication
Writing

The child is:

. . aware that what is thought can be said, that what is said can be written, and what is written can be read

. . able to use the small muscles in hands and fingers to manipulate a variety of materials

. . becoming familiar with the instruments of writing

. . able to attempt a symbolization for communications from scribble to letter formation

By developing writing skills, the child:

. . establishes a better base from which to function successfully in school and in society

. . acquires another form of communication

. . learns another way to express self

. . derives pleasure

. . discovers inner thoughts and feelings

Home Activities

1. Give the child an old paint brush and a pail of water to paint a fence, wall or a tricycle.
2. Introduce the child to various things found around the home that he/she can scribble or write with. Try using a stick or finger to write in the mud, sand or dirt.
3. Write a short letter to the child or make a greeting card. Mail it to him/her. When it arrives, let the child open the surprise envelope. Read the message for him/her.
4. Find a special box for the child to keep toys in. Make cut-out letters of the child's name for arranging and gluing on the box. Help him/her put the toys away when not in use. Soon the child will learn to do it alone.
5. A pair of tweezers for picking up bottle caps, small pebbles or beans provides an opportunity for the child to develop eye-hand coordination. After the child practices picking up objects, it is fun to use a time-clock and play a game of "Pick-Up-Quick."

School Activities

1. Make sandpaper letters for children to trace with their fingers. Place them in a writing center along with pencils, paper and materials to make books.
2. Supply magic markers, crayons, and charcoal for children to use often.
3. Show the children how to make letters of the alphabet that are in their names out of clay. They may also be cut out of heavy paper and covered with glue and sawdust, sand or coffee grounds. Feeling and touching helps children learn.
4. Give children colored chalk for scribbling on the blackboard and drawing pictures.
5. Provide experiences for children to use their eyes and hands together (e.g., puzzles, beads, blocks, assembly toys).

The Child and Special Skills

Communication
The Arts

The child is:

. . feeling free to express thoughts and feelings through a variety of art forms (e.g., music, dance, movement, painting, drawing and poetry)

. . exploring and experimenting with materials, movement and music with a minimum of adult direction

. . developing an awareness of his/her ethnic background and that of others

. . becoming aware of differences in color, line, form, texture and how they can be used

. . learning to use a variety of tools and equipment

. . beginning to use imaginative, descriptive and comparative language

By exploring the arts, the child:

. . enhances self-esteem

. . develops an awareness of internal response to external stimuli

. . experiences relaxation, pleasure and a feeling of well-being

. . refines motor skills and coordination

. . becomes aware of the similarities of various cultures

. . gains respect for the differences in various cultures

Home Activities

1. Attend free concerts in the park with the child. Visit art shows and museums.
2. Take the child with you to choose paintings which are available on loan from the public library. Hang a painting in a room. Talk about the picture and colors. Mention the name of the artist.
3. Relate folktales which your parents told you as a child. Encourage the child to tell imaginative stories. Help him/her recall things that took place with family members.
4. Use a hand as a puppet. Draw eyes, a nose and a mouth with lipstick or a magic marker on the palm. Sing songs and dance with the puppet.
5. Blow up a balloon and attach a string. Let the child punch it as he/she runs, hops, skips and walks. The balloon can be used to experiment moving in various ways (e.g., forward, backward, sideways, fast, slow).

School Activities

1. Plan to have music each day. Play records when children rest and at meal and activity time. Explore creative movement outdoors with rhythm instruments.
2. Prepare materials for children to use combining art media, such as gadget printing, string painting, wood and wire sculpture, starch and tissue paper.
3. Help children learn to practice relaxation and body control through Yoga (e.g., child assumes shapes and forms of animals and objects such as a cat, bird, or a tree).
4. Provide cooking experiences. Children enjoy decorating food such as sandwiches, crackers and jello with happy faces, using cheese and raisins. Include foods that children of particular ethnic groups are familiar with.
5. Make a desertarium with a glass jar. Collect small pebbles, shells, twigs, straw flowers and desert flora. Press modeling clay in the lid to hold the arrangement. Screw the jar onto the lid. It makes an interesting, enclosed artifact.

The Child and Special Skills

Physical

The child is:

. . developing and refining motor skills (e.g., coordination of eye/hand, large/small muscles)

. . learning to determine which objects and situations he/she can control

. . developing a feeling for creative movement

. . learning to experience music, dance, movement, musical instruments and games derived from many cultures

By developing physical skills, the child:

. . becomes aware of the environment and learns to deal with the surroundings

. . gains spatial relationships

. . obtains physical and emotional release

Home Activities

1. Recycle tin cans, soda pop containers and plastic bottles. Use them as bowling pins or for stacking and building.
2. Stuff a pair of trousers, blue jeans, pillow case or an old shirt with newspaper or soft material. Hang it from a tree or a beam. It provides release from tension when the child feels like hitting.
3. Collect boxes from the grocery or shoe store for building a train, ship or house. Large boxes can become a tunnel or special place to be alone.
4. Provide a place outdoors for the child to dig. Sticks, old spoons, shovels and tin cans make good diggers. Cut scoops and funnels out of old bleach bottles. Sand from the river bed is fun to play in, too.
5. Spend an afternoon in the park. Take a lunch along. Children enjoy exploring the playground and making their own selection of equipment to use.

School Activities

1. Use the outdoor equipment to create a circus: a balance beam for tight-rope walkers using a small umbrella; swings for trapeze artists in leotards; tricycles for clowns wearing hats; and monkeybars for dare-devils with small tails pinned on.
2. Toss beanbags from various distances into large or small containers. This helps develop coordination.
3. Play "Follow the Leader." A leader takes the children and teacher through the schoolyard, climbing up and down equipment and going in and out of concrete pipes (tunnels). This is a good activity to develop spatial relationships (e.g., up and down, in and out, over and under).
4. Play games derived from different cultures (e.g., Matarile, Hambone, Johnny-Over-the-Water).
5. Enjoy the outdoors. Children need lots of space for movement. Use a grassy area to run, jump, hop, skip and do exercises for enjoyment.

The Child and Special Skills

Thinking and Reasoning

The child is:

. beginning to observe and use the senses to distinguish similarities and differences in size, shape, color, texture, pattern, dimension, quantity and quality

. . beginning to order items on the basis of dimension, such as size, quality or quantity

. . learning to locate positions in space

. . becoming aware of particular points in time

. . beginning to understand and to verbalize the probable sequence of cause-effect situations

. . learning to make one-to-one relationships

By developing thinking and reasoning skills, the child:

. . develops curiosity

. . makes sense of his/her experiences

. . furthers his/her understanding of the world

. . increases skills for learning and survival

. . forms a base from which to further skills in math

. . forms a base from which to further skills in science

Home Activities

1. Buy a pumpkin for your child to cut open and discover what is inside. Clean, cook and eat it. Roast and eat the seeds, too. Plant some of the seeds. Water often and watch them grow.
2. Group coins, buttons or other small items with the child. Let the child sort the nickels, dimes and pennies. Help him/her count them. Buttons can be grouped according to size, shape and color. These activities develop readiness for reading and numbers.
3. Collect rocks or leaves and compare sizes, shapes, colors and textures.
4. Assist the child in developing an awareness that days have names and a sequence of order (e.g., "Today is Monday. Tomorrow will be Tuesday.").
5. Provide a place for the child to play with water. Sinks, bathtubs, and wading pools can be used in discovering quantity, bouyancy and other properties of water.

School Activities

1. Play a lotto game to recognize, label and match shapes.
2. Use an old sock, bag, box or pillowcase to make a "Feely." Put different items inside for the children to touch, describe and identify.
3. Supply materials in graduated sizes for nesting, such as cans, boxes and lids.
4. Clay or play dough is a good medium to use for discussing shape, size, texture, numbers, weight, space and color.
5. Measure and weigh the children at different times of the year and chart their growth. Children enjoy seeing how much they have grown.

The Child and Special Skills

Social

The child is learning to:

. . get along with peers and adults

. . become an effective member of a group

. . share equipment, materials, and attention of others

. . regulate behavior on the basis of his/her judgment and experience

. . deal with the demands or suggestions of others without surrendering his/her own sense of judgment

. . care for and replace materials which are used

By developing social skills, the child:

. . becomes conscious of himself/herself as an individual, a member of the family and a part of society

. . begins to develop sensitivity and consideration for other people and the environment

Home Activities

1. Plan a cluster meeting to be held in the home of a parent. Let them select a topic of interest (e.g., making games and toys, a workshop on child care, a cake decorating session).
2. Involve the child in family choices (e.g., "Where/When can we go on a picnic?" "What shall we take to eat?")
3. Plan a party with the child. Invite a friend(s). The child will enjoy helping you make refreshments and prepare for this special event.
4. Team the child with another family member for household chores. Allow the child to choose the job (e.g., washing and drying dishes, setting and clearing the table, cleaning the yard).
5. Help the child make a toy telephone with two cans and a long piece of string. Remove one lid from each can. Punch a hole in the other end. Pull the string through each hole and tie a knot. One person can talk while the other person holds the other can to an ear and listens. Take turns talking and listening.

School Activities

1. Allow children to arrange the home center as they wish for dramatic play. An interesting group activity is making a wallpaper design. Have each child draw a picture of himself/herself on a large sheet of paper. Label each child with his/her name. Hang the wallpaper in the playhouse. It will help the children learn each other's names.
2. Provide opportunities for small groups of children to work together on an activity of their choice — constructing a city with scrap materials, building a tower of blocks, making a train out of boxes.
3. Plan a tea party with the children for their parents. Refreshments, entertainment and invitations provide varied learning experiences.
4. Help children learn to share toys such as tricycles, buggies and trucks by limiting their time with a clock. On the blackboard draw a large clock with the hands indicating the time that the child is to give the toy to another. ("When the big hand is on number 9, it is Gloria's turn. Watch the clock on the wall. When it looks like the one on the blackboard, please give it to Gloria.")

Parents' Place

Set aside a place in the room to display materials and ideas that relate to the needs and interests of your parents. Involve them as much as possible in planning and maintaining this special place that should be attractive and inviting. Provide coffee or tea.

A Bulletin Board

- Post daily snacks and weekly lunch menus.
- Parent of the Week/Month. Post a snapshot of parent and child taken on a home or school visit. Information about the family members, their individual interests and a favorite family recipe adds interest.
- Post news items such as community happenings, articles on child care, jobs available, houses for rent, items for sale, items wanted and field trips.
- Display field trip pictures. Write a comment by each one.

A Display Table or Shelf

- Provide materials for parents to check out: magazines, books, newspapers and toys.
- Supply items that can be taken home to keep: magazines, bulletins, brochures, health information, recipes and calendars to record special dates (e.g., doctor and dental visits, school and home visits).
- Display a learning toy bimonthly. Provide a clear explanation of how to use it.
- Arrange class photos in an album or put them in a scrapbook with other pictures and news items of interest.
- Provide a suggestion box for parents to submit their ideas.
- Display crafts that parents have made.

Home Visits

Learn a Second Language

Take special courses or programs dealing with the culture and history of particular ethnic groups.

When working with parents and children, it is important to learn their language and pronounce their names correctly.

Using the home language helps to establish a strong line of communication between home and school.

Learn about the Parent's Specialty

Take something along to leave with parents: a written invitation to a special get-together with school personnel, illustrated information about the school.

As you visit with the parents, find out what their strengths and interests are.

Can they share one of these skills at school? What day and time is convenient?

Get Acquainted!

Make a date!

Keep the first home visit brief! Winning the parent's confidence is a primary goal.

Set the date and time of the visit when it suits the parent. Let the parent know how long you will be there.

Consider it a privilege to go into the home of another person.

Keep all information confidential.

Bring Something Along for the Child

Take name tags along with you. Ask the child's name. Print the name on the tag as the child watches. Say each letter in the name as you print it.

Example: "This letter is 'M.'
"This letter is 'a.'
"This letter is 'r.'
"This letter is 'y.'"

Repeat letters again.
"This spells 'Mary!'"

Put the name tag on the child.

Bring some balloons for the child. Blow one up. Explain that you are blowing air into the balloon. Talk about the color, size, shape and the way that it feels.

Suggested Materials

Books

Allen, Roach and Claryce Allen. **Language Experience in Early Childhood Education.** Encyclopaedia Britannica Press, Inc. 1969

Avalos, Cecilia. **Oh Dear, Vacation Time is Here.** Spanish version, **¡Qué Mortificaciones, Llegaron las Vacaciones!** C.O.L. Publishing Company, Phoenix, Arizona. 1974.

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Branley, Franklyn M. and Eleanor K. Vaughan. **Mickey's Magnet.** Scholastic Book Services, New York, New York. 1956.

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Carmichael, Viola S. **Science Experiences for Young Children.** Southern California Association for the Education of Young Children, Los Angeles, California. 1969.

Chernoff, Goldie Taub. **Clay-Dough-Play Dough.** Scholastic Book Services, New York, New York. 1974.

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Ewald, Ellen Buchman. **Recipes for a Small Planet.** Ballantine Books, a Division of Random House, Inc. 1973.

Farallones. **Making Places, Changing Spaces in Schools, at Home and Within Ourselves.** Farrallones Designs, Star Route, Point Reyes Station, California. 1971.

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Gilbreath, Alice. **Fun and Easy.** Scholastic Book Services, New York, New York. 1966.

Hess, Robert D. and Doreen J. Croft. **Teachers of Young Children.** Houghton-Mifflin Co., 1972.

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Kents, Jack. **Hop, Skip and Jump Book.** Random House, New York, New York. 1974.

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Marzollo, Jean and Janice Lloyd. **Learning Through Play.** Harper and Row Publishers. 1972.

Merriam, Eve. **Mommies at Work.** Scholastic Book Services, New York, New York. 1955.

Moore, Eva. **The Lucky Cook Book for Boys and Girls.** Scholastic Book Services, New York, New York. 1969.

Nichols, Margaret S. and Margaret N. O'Neill. **Multicultural Bibliography for Pre-School through Second Grade.** Multicultural Resources, P.O. Box 2945, Stanford, California. 1972.

Saunders, Everett E. **Whitman Creative Art Books.** Whitman Publishing Company, Racine, Wisconsin. 1966.

The First Big Step. A Handbook for Parents Whose Child Will Soon Enter School. Published by National School Public Relations Association, Washington, D.C. 1966.
Spanish version, **El Primer Paso Importante.**

Ward, Olivia Tucker. **The ABC's of Black History.** Tander Press, Tannersville, Pa. 1974.

Watson, Switzer, Hirschberg. **My Friend the Dentist.** A Read-Together Book for Parents and Children. Golden Press, New York, New York. 1972.

Watson, Switzer, Hirschberg. **My Friend the Doctor.** A Read-Together Book for Parents and Children. Golden Press, New York, New York. 1972.

Wettlaufer, Deeth, Devry and Smart. **Children's World.** A Teacher's Guide. Holt, Rinehart and Winston, Inc. 1968.

Magazines

Early Years, a magazine for teachers of preschool through grade three. Published by Allen Raymond, Inc. P.O. Box 1223, Darien, Connecticut.

Records

Muriel Dawley and Roberta McLaughlin. **North American Indian Songs.** Bowmar Publishing Co., Glendale, California.

Ella Jenkins. **Rhythm and Game Songs.** Folkways Records.

Robert McLaughlin and Lucille Wood. **Songs of Mexico.** Bowmar Records.

Alan Mills. **More Songs to Grow On.** Folkways Records.

Hap Palmer. **Learning Basic Skills through Music.** (English and Spanish). Activity Records.

Lucille Wood. **The Small Player.** Bowmar Records.

ARFY Thinking Kits

The **ARFY Thinking Kits** provide a base for parent, teacher, aide and home visitor to extend learning and develop language skills of young children by using things in the immediate environment.

They are available in English and Spanish from C.O.L. Publishing Co., 2218 East Magnolia, Phoenix, Arizona 85034.

Design and Art: **Matt Moutafis**